

Katella High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Katella High School
Street	2200 East Wagner Avenue
City, State, Zip	Anaheim, CA 92806-4933
Phone Number	(714) 999-3621
Principal	Ben Carpenter, Ed.D.
E-mail Address	carpenter_b@auhsd.us
Web Site	http://katella.auhsd.us/
CDS Code	30664313033057

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	webmaster@auhsd.us
Web Site	www.auhsd.us

School Description and Mission Statement (School Year 2017-18)

School Mission Statement:

At Katella High School, our mission is to prepare students for life after high school.

School Vision Statement:

This vision of Katella High School is to be the best school in America.

In addition to this mission statement, the school is committed to being a reflective learning community as part of a plan to improve student learning and success. The staff, by departments, has written curriculum that is rigorous, relevant, and that will be implemented with fidelity. Katella is committed to improving instructional by using research-based strategies, data-driven decision-making, and implementing a shared decision-making process for all programs and strategic planning.

Educational Highlights:

Katella High School is very proud of the increase in Advanced Placement Courses offered in the past few years. During the 2017-18 year, 400 students took 644 exams. The school currently offers the following Advanced Placement courses: English Language/Composition, English Literature, European History, Psychology, American Government, US History, Calculus, Biology, Chemistry, Environmental Science, Physics, Computer Science and Spanish Language.

Additionally, Katella High School offers a variety of on-campus Career Technical Education (CTE) pathways and Regional Occupational Program (ROP) course offerings, whereby students may graduate with career distinction. The industry sectors include: Hospitality, Tourism, and Recreation; Residential and Commercial Construction; Education, Child Development and Family Services; Public Safety; Design, Visual and Media Arts; System Diagnostics and Services; Media Production Arts; Food Service and Hospitality; and Patient Care and Emergency Response.

Katella offers a full-time College and Career Center that provides direct support to students applying to college and completing their FAFSA forms. Currently, over 90% of our seniors complete a college application and apply for financial aid.

The Band, Choir, and Drama programs are thriving at Katella under two new directors. Our athletic program recently won multiple championships.

Demographic Information:

Katella High School, located in Anaheim, California, currently serves approximately 2,700 students, of which 82.2% are socio-economically disadvantaged, and 21.1% are English Learners. The demographic profile also indicates the following regarding student subgroups: 88.5% Hispanic, 4.4% White, 3.6% Asian, 1.6% Filipino, 1% African-American, and 1% other ethnicities.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	680
Grade 10	729
Grade 11	694
Grade 12	567
Total Enrollment	2,670

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	3.6
Filipino	1.3
Hispanic or Latino	88.5
Native Hawaiian or Pacific Islander	0.4
White	4.4
Two or More Races	0.6
Socioeconomically Disadvantaged	82.2
English Learners	21.1
Students with Disabilities	11.8
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	100	102	103	1199
Without Full Credential	0	0	1	7
Teaching Outside Subject Area of Competence (with full credential)	6	2	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	3	0	0
Total Teacher Misassignments *	9	2	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in September 2017.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
Mathematics	Mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2015-16. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2016-17, and supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2016-17. Students have access to classrooms sets of textbooks.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	All science labs at Katella High School have the following equipment: tables with chemical-resistant tops, stools at lab tables, white boards/chalk boards for demonstrations, one complete set of glassware per classroom, linear measuring devices (meter sticks, 12"/6" rulers, etc.), course appropriate charts, hot plates, triple-beam and/or top-loading balances, thermometers, overhead projector, LCD projector, ELMO projector, VCR/DVD player, and laserdisc player. Most labs have additional equipment appropriate for the courses being taught in the room.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Katella High School opened in 1966. The 39.1 acre site includes 60 regular classrooms and 32 portable classrooms. There are 26 labs, which are designed for specific programs (i.e. computer lab, science lab, choral music room, etc.). The site also includes an auditorium, a cafeteria, a media center, two gyms and a pool facility, and a variety of sports fields.

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

A large modernization and construction project was completed in March of 2009, which included several new classrooms, and converting the media center into four classrooms and one computer lab.

The most recent site inspection was completed on October 19, 2017.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: October 19, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 19, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Roof leaks at various locations. Deficiencies are included in the ongoing District Project List.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 19, 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	56	58	47	46	48	48
Mathematics (grades 3-8 and 11)	17	17	29	28	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	679	662	97.5	57.55
Male	351	345	98.29	50.72

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	328	317	96.65	64.98
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	22	95.65	77.27
Filipino	--	--	--	--
Hispanic or Latino	610	596	97.7	56.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	23	92	56.52
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	597	581	97.32	56.63
English Learners	167	160	95.81	17.5
Students with Disabilities	72	66	91.67	13.64
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	679	655	96.47	17.28
Male	351	339	96.58	16.27
Female	328	316	96.34	18.35
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	22	95.65	63.64
Filipino	--	--	--	--
Hispanic or Latino	610	591	96.89	14.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	22	88	31.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	597	574	96.15	16.4
English Learners	167	158	94.61	1.27
Students with Disabilities	72	63	87.5	1.59
Students Receiving Migrant Education Services	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	45	40	56	51	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Katella High School has eight career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2016-17 school year, courses were offered in the following career industries: Arts, Media & Entertainment; Building Trades & Construction; Education, Child Development, and Family Services; Business & Finance; Hospitality, Tourism, and Recreation; Information and Communication Technologies; Public Services; and Transportation.

Our CTE pathway courses are designed using the CTE Model Curriculum Standards, ensuring that students are developing the key skills needed to succeed in both school and the workplace. All of our teachers are trained to provide the best possible instruction for all students, including those in CTE pathways, with a focus on universal design for learning, ensuring that all students can access the curriculum. Our district measures the success of our CTE programs by evaluating the graduation rate, A-G completion rate, post-secondary enrollment, and when possible the career placement of students. This data guides which CTE pathways are offered, as well as the alignment between curriculum and the needs of each industry sector. CTE teachers attend regional advisory boards for each industry sector to stay up to date on the latest trends, skills desired of employers, employment outlook, and post-secondary programs related to the industry sector. These advisory boards are provided by Vital Link, a local non-profit organization that connects businesses with school districts, ensuring that the knowledge gained at the advisory boards represents the surrounding region.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	330
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.4
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	39.73

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.2	34.4	17.6

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Katella High School strives to move parent participation from awareness to active involvement in the decision-making process. Parents are encouraged to actively participate in on-campus and off-campus activities for our students. The Committee for Parent Involvement plans and coordinates all parent involvement opportunities to make sure they support the vision, mission, and goals of our school. Parents are actively involved in the school through the Parent Teacher Student Association (PTSA), English Learner Advisory Committee (ELAC), booster clubs for athletics and performing arts, and the School Site Council. Parents are encouraged to be part of their student's education and are welcome to meet with staff members to improve the learning experiences for their students. In addition to these more traditional activities, the school provides unique services through the on-site Family Center. The Family Center's bilingual staff members help parents understand the academic procedures and services of the school, and also provide a cultural support system to parents and students. Katella High School offers a Parent Leadership Academy, where volunteer parents teach an 8-week course to fellow parents to learn how to support their students' academic achievement needs. The Aeries Communication system makes it possible for teachers, administrators, and staff to more frequently and completely communicate with parents regarding their child's progress in school, school events, meetings, and opportunities to become involved with the school through membership in Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), School Site Council (SSC), booster clubs, and other activities mentioned above. The school publishes and communicates all school information to the community in English and in Spanish to ensure maximum distribution and comprehension. Additionally, Aeries Student Information System trainings will begin for parents in the spring of 2018 to teach parents how to access information about their student's grades, attendance, and behavioral records online.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	3.7	1.9	0.9	8.6	7.3	6.3	11.5	10.7	9.7
Graduation Rate	95.21	95.71	97.2	84.81	87.31	88.61	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	98.32	88.18	87.11
Black or African American	100	91.37	79.19
American Indian or Alaska Native	100	68.75	80.17
Asian	100	99.39	94.42
Filipino	100	95.5	93.76
Hispanic or Latino	98.7	84.98	84.58
Native Hawaiian/Pacific Islander	100	97.3	86.57
White	94.29	89.27	90.99
Two or More Races	87.5	91.11	90.59
Socioeconomically Disadvantaged	100	93.74	85.45
English Learners	80.39	59.37	55.44
Students with Disabilities	81.25	70.29	63.9
Foster Youth	100	63.16	68.19

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.7	3.8	4.1	5.4	5.6	5.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

School Safety Plans are reviewed and updated on an annual basis. Input is gathered from staff, students, and community resource groups along with the School Site Council in order to determine any needed changes. The Katella High School Safety Plan is implemented by staff members. No less than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills. The School Safety Plan includes a Comprehensive Emergency Preparedness Plan, Discipline Policies and Procedures, and Intervention Programs to create and maintain a positive learning environment. Katella High School is now using Positive Behavioral Interventions and Supports (PBIS) as a framework to plan, organize and implement behavioral support strategies to nurture a healthy and supportive environment for our students.

Dr. Carpenter, Katella's principal, has implemented a new "Keep it Simple" philosophy for the 2015-16 school year. There are two rules all students must follow: (1) be where you are supposed to be and (2) do what you are supposed to do.

Katella's students have the opportunity to participate in a variety of activities including the Bridges Program for non-violence education, College Outreach, Project SAY, Red Ribbon Week, Safe/Sober Graduation, SMART Team, Social Worker Intern Program, Instructional Success Team, School Attendance Review Team, and Tobacco Use Prevention Education. Additionally, the Ready to Learn program provides intervention counseling to prevent students from falling behind in curriculum and becoming alienated from the social environment of the school.

Katella High School's perimeter is secured during the school day. Continuous scrutiny by personnel and a security camera system help to support a safe and secure environment. Tardiness for first period classes has dramatically decreased as a result of closer monitoring and enforcement of the discipline policies. Katella High School's campus is a clean, enthusiastic, and safe learning environment.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	13
Percent of Schools Currently in Program Improvement	N/A	100

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29	25	16	60	28	29	10	59	29	25	12	60
Mathematics	35	5	11	58	33	6	14	53	29	8	7	18
Science	33	9	13	44	32	9	6	55	32	5	19	42
Social Science	32	10	10	43	31	8	9	47	32	10	8	49

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	534
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.05	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker	0.05	N/A
Nurse	0.17	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	1	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,320	\$2,850	\$7,470	\$92,873
District	N/A	N/A	\$8,163	\$93,131
Percent Difference: School Site and District	N/A	N/A	-8.9	-0.3
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	12.8	11.5

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

Title I, Local Control Funding Formula (LCFF), ROP, and Perkins funds have all been used to supplement and support core programs and to provide the following:

- *Professional development for staff members that support school and district initiatives to increase student achievement
- *One math teacher to teach Math 3, the beginning level of the integrated math program
- *Before and after school tutoring
- *Credit recovery courses
- *One 9th grade English teacher to assist in bringing students up to grade level performance
- *One AVID teacher to assist with the students who strive to meet college entrance requirements
- *Support materials, including computer software, hardware, and peripherals
- *Fieldtrips and enrichment activities
- *Puente and AVID support activities and materials
- *Family Center services and parent outreach activities
- *Instructional assistants, community liaison, and an interpreter
- *Drug Use Prevention Programs
- *AVID, Link Crew, Puente, Bridges, Conferences
- *Leadership Training
- *Opportunities for parents to attend parenting classes, conferences, and local college visits

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,328	\$50,221
Mid-Range Teacher Salary	\$93,402	\$83,072
Highest Teacher Salary	\$110,430	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$133,289	\$128,094
Average Principal Salary (High)	\$148,732	\$146,114
Superintendent Salary	\$260,000	\$226,121
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	3	N/A
All courses	12	14.6

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The Katella High School Professional Development Program aligns with District Initiatives, aims to continue to improve teacher instructional practice, and assists teachers in the implementation of the most current state adopted standards. Our goal is to provide a coherent, connected, and relevant rigorous, grade-appropriate program to ALL of our students. To accomplish this, our teachers are offered an extensive menu of professional growth opportunities locally, as well as externally.

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Katella staff members are supported in their efforts to deliver highly effective lessons and are guided by administration. The Lesson Design Specialist facilitates a monthly Learning Walk where teachers observe other classrooms in order to help them reflect on their own instructional practice.

Teachers are provided with ongoing opportunities to reflect on and refine their instructional practice through participation in targeted professional development and collaboration in course-alike Professional Learning Communities (PLCs). The staff meets regularly during late start days, department meetings, conference periods or release days to receive ongoing professional development that will support continued alignment with current state adopted standards. Course-alike PLCs collaborate to ensure consistency and alignment of curriculum in specific courses and identify commonalities in classrooms. Teachers meet at least twice monthly during late start days and during release days to discuss student achievement and make recommendations for modifications as needed. Teachers analyze student assessment data to determine the appropriate intervention and/or enrichment to improve literacy and academic achievement for all students. Through Title I professional development funds, teachers are released in order to refine and/or develop Curriculum Maps, Units of Study, and course-alike common assessments. Teachers collectively analyze the results of common assessments to inform and adjust instruction. The collaboration and reflection meetings are the core of the professional learning community process.

Through the support and presence of the GEAR-UP grant, the Katella HS staff members are afforded ongoing professional development and support in the areas of English Language Arts and Mathematics. Classified staff members also have opportunities to participate in training designed to enhance their effectiveness with students. New teachers are required to participate in the Beginning Teacher Support and Assessment (BTSA) program.